****

**Joseph Banks  
Secondary College**

**Developmental and Personality  
Worth % of the School Mark**

**Question/Answer Booklet**

**YEAR 12 ATAR PSYCHOLOGY**

**Units 3 and 4**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Time allowed for this paper

## Reading time before commencing work**: thee minutes**

Working time for the paper: **sixty-one minutes**

# Materials required/recommended for this paper

***To be provided by the supervisor:***

This Question/Answer Booklet

Formulae and Data Booklet

***To be provided by the candidate:***

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,

correction tape/fluid, eraser, ruler, highlighters.

Special items: non-programmable calculators approved for use in the WACE examinations

# Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

**Structure of this paper**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Suggested working time  (minutes) | Your Mark | Marks available | Percentage of test |
| Research Methods |  | 20 |  | 20 | 50 |
| Developmental |  | 20 |  | 22 | 50 |
| Personality |  | 20 |  | 21 |  |
|  |  | **Total** |  | 63 | 100 |

**Instructions to candidates**

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2016*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer Booklet.
3. When calculating numerical answers, show your working or reasoning clearly. Your working should be in sufficient detail to allow your answers to be checked readily and for marks to be awarded for reasoning.

In calculations, give final answers to one significant figures and include appropriate units where applicable.

1. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
2. Supplementary pages for the use of planning/continuing your answer to a question may have been provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

**Question One (7 marks)**

A psychologist wanted to investigate the relationship between temperature and performance on a test of divided attention. The psychologist required a sample of 30 adults to participate in the study. Each participant would complete a divided attention task under two conditions: firstly, in a room where the temperate was 16 degrees Celsius. and secondly in a room where the temperate was 24 degrees Celsius.

1. Outline one pieces of information about the study that the psychologist must tell potential participants to ensure they can give informed consent to their participation to **this** study. (1 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| What the participant will be required to do/what the study involves – attention  The task will be done twice and the temperatures of the room will be either 16 or 24 degrees  Any response which includes details about this study from the scenario above | 1 |

1. Identify whether this study was experimental or non-experimental (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Experimental | 1 |

The results of the study are shown in the table below. Higher scores indicate better performance on the divided attention task.

|  |  |
| --- | --- |
| Room temperature | Mean divided attention score |
| 16 degrees Celcius | 48/80 |
| 24 degrees Celcius | 60/80 |

1. Describe one sources of error in the study and suggest one ways of reducing this error (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| SOE: practice effect (particpiants might have done better in the 24 room because they already had practice on the divided attention task  RE: use 2 groups of participants (not doing the same task); have a break between 2 tasks) | 1  1 |

(d) State one way in which the role of the experimenter is different in qualitative research compared with quantitative research (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| In qualitative research the experimenter is able to guide the direction of research as it is inductive in nature rather then deductive | 1 |

1. Explain what is meant by the term double-blind study and why it is used. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| neither the participants nor the researcher knows which treatment or intervention participants are receiving until the research is over – to reduce experimenter bias | 1  1 |

**Question Three (13 marks)**

An individual’s resilience to developed through many different influences and life events. A researcher wanted to investigate the relationship between children’s exposure to music at a young age and their resilience to life’s stressors later in life.

The researcher advertised for participants in a local Ballarat newspaper. Sixty-five parents of children aged 3-5 years answered the advertisement. The children were screened and 40 children were chosen for the experiment. The research randomly allocated 20 children to one group and 20 children to another group.

The children in Group A were exposed to music every day for a period of one year. Exposure to music included playing music, dancing to music and creating music. The children in Group B were not exposed to any music for one year.

Years later the researchers located the participants from both groups after they had entered high school. He gave each of them a written assessment to test their resilience in a series of hypothetical scenarios. The test involved making decisions in emergency situations, suggesting strategies for coping, and reporting on how they felt in these hypothetical scenarios.

He found that, on average, the children in Group A scored 85% resilience on these tasks, while the children in Group B scored 82% on these tasks.

He found that the difference in resilience between Group A and B was not statistically significant.

1. Identify the independent variable. (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Exposure or no exposure to music | 1 |

1. Write an operationalised hypothesis for this piece of research. (4 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Defines population, operationalises IV, operationalises DV, prediction and compare to control  e.g. It is hypothesised that children aged 3-5 who are exposed to music every day for one year will show higher levels of resilience compared to children aged 3-5 who are not exposed to any music as measured by their responses to hypothetical emergency situation’s | 1  1 |

1. Identify an extraneous variable from the study and describe how this would impact the results. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Identifies one of the 5 main categories of EV’s and explains how it impacts reliability, validity or generalisability of results  E.G. participant e.v.’s: The children’s family structures and any previous traumas this would impact results as children who have lower social support / higher instances of trauma will impact the level of resilience that the child has | 1  1 |

1. Identify a source of error in the research and explain a way to overcome this. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| SOE: The DV is how the participants deal with life stressors but they are given a written test of hypotheticals to respond to rather than “life stressors  RE: measure the life stressors each child faces and get them to outline the coping mechanisms, responses and behaviours they actually showed to these life stressors  SOE: sampling method – volunteer sampling invites participants who may already have an interest and thus not generalisable to all population  RE: Stratified sampling  Accept any relevant SOE as long as it is specific to the scenario given and research design | 1  1 |

1. Discuss the strengths and weaknesses of the experimental design used. (4 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Strength – no order effect / lower risk of demand characteristics  Weaknesses – risk of participant variables (individual differences between participants) affecting the results between **conditions**, rather than solely manipulation of the independent variable. |  |

**Section Two - Short answer questions**

**Question Four – Developmental Psychology (21 marks)**

1. Define the term moral dilemma. (1 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| a situation in which a difficult choice has to be made between two courses of action, **either of which entails transgressing a moral principle or there is no clear ethical correct answer.** | 1  1 |

1. Compare Kohlberg’s Pre-Conventional and Conventional stages of moral development. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Both moral stages rely on the presence and consequences / judgements of others  Pre-conventional is concerned more with the consequences that they as an individual will face (whether good or bad) whereas conventional is concerned with the belief that morals are necessary to ensure positive relationships and societal order. | 1  1 |

1. Piaget’s tasks have been criticised for a number of reasons. One of which due to the language being used by the researcher.
2. Identify the name of the stage that this criticism relates to. (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Concrete operational | 1  1 |

1. Briefly outline the criticism that relates to language for this task. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Adults break conversational rules by asking the same question twice, when an adult usually asks an adult twice of another person’s this usually implies for them to “try again” for the correct answer. Thus the child second guesses their answer. | 1  1 |

1. Both Piaget and Kohlberg are stage theorists. Outline another similarity between Kohlberg’s theory of moral development and Piaget’s theory of cognitive development. (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Both are concerned with aspects of cognitive development | 1 |

1. Tariq is a human rights activist; he has flown to Nauru Island and is working at the detention centre as a social worker to support the wellbeing of the asylum seekers who are stuck on the island. Although it is illegal to take footage showing the living conditions of the asylum seekers, he has decided to secretly film the conditions and abuses so as to expose the human rights violations that area going on.
2. Describe how an individual in the first stage of Kohlberg’s theory would rationalise these actions.

(2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| The person should not have carried out these actions as they will go to jail and there is nothing in it for them | 1  1 |

1. Describe how an individual in the last stage of Kohlberg’s theory would rationalise these actions.

(2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Tariq is okay to have behaved this way as the principal of justice for human life is more important than the rules put in place in Australian detention centres by the government. | 1  1 |

1. Using Piagets theory of cognitive development identify the earliest stage in which a child might exhibit each of the following. (3 marks)

|  |  |
| --- | --- |
|  | Stage name |
| A child doesn’t sneak a cookie when his mom outside because he thinks that she can see what he sees. | Pre-operational |
| A child can explain that 2 x 3 represents two sets of three. | Pre-operational |
| A child proposes that maybe the colour that you call “red” is the colour that, if maybe he looked through your eyes and with your brain would be what he calls “yellow”. | Formal operational |

It’s the end of Ramadan and the Abbas family have come together to celebrate the festival of fast-breaking, Eid al-fitr. Maryam and Daleel are in their mid-30’s and have just recently had a baby, and are now proud parents of two children, 4-month old Abdul and toddler Rida who is 4. The Abbas family all gather at the house for the festival, including Sana, Daleel’s mother who is a doting grandmother at 76, and Kareem, Daleel’s younger brother. Kareem who is 24, is unsure of what he wants to do with his life, so Sana has been encouraging Daleel to give him advice and spend more time with him. Meanwhile, Kareem is playing with Abdul and tricks him by hiding his toys then making them appear which Abdul does not enjoy, so Maryam steps in and gives Abdul a big hug which cheers him up immediately.

1. Provide an overview of Erikson’s identity theory. (3 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Any 3 of the following:  Stage theory that covers from early childhood to death  Each stage has a psychosocial crisis that helps to shape a persons identity either for the better or worse  Each stage the person has to resolve a conflict between the social pressures and their internal wants/ needs  An individual moves through the stages and can still have unresolved crises from previous stages or virtues they have learnt from overcoming the previous stages | 1  1 |

1. Identify the stage and explain the crisis that each of the family members below are going through (4 marks)

|  |  |
| --- | --- |
| **Daleel** | Generativity vs Stagnation  Daleel needs to feel a sense that he is contributing to the world and the next generation or he will feel like he lacks purpose.  OR intimacy / isolation (As the age ranges are approx. for Erikson) |
| **Kareem** | Intimacy v isolation  Need to form and nurture long term relationships where they are able to care for others. If they are unable to do so they are unable to form meaningful relationships. |

**Question Five – Psychology of Personality** **(22 marks)**

a) From the humanistic perspective what does anxiety and depression stem from? (1 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| If there is a large mismatch or difference between their current self and ideal self | 1  1 |

b) Outline one criticisms of the humanistic perspective on personality. (1 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Culturally bias – “self-actualisation” is a very individualistic term whereas more collectivist cultures would not place this need at the top of the hierarchy or strive for this | 1  1 |

c) Lee is approaching his 30th birthday and is reflecting on what he has accomplished so far. In the last few years he has felt stagnant, as if he is not moving forward at work or with his personal goals. He has approached a life coach and therapist to help him figure out the next steps she needs to take. With reference to the humanistic approach identify and outline how the therapist would provide the conditions for Janine to grow. (6 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Providing the three conditions to help Lee grow:  1 identifing and 1 applying to Lee  Genuineness: may involve the therapist sharing some of their own journey in an honest/real way  Empathy: Shows a genuine interest and warmth towards Lee’s experiences  Acceptance: non-judgemental environment for Lee to unpack his needs and figure out how to achieve them |  |

d) Explain the Banduras model of reciprocal determinism. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Banduras theory states that a person's behaviour both influences (1) and is influenced by (1) personal factors and the social environment. | 1  1 |

e) Anoushka is struggling in Chemistry class and believes that she cannot improve. Describe two ways a teacher can help build Anoushka’s self-efficacy. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Verbal encouragement – highlighting Anoushkas strengths  Modelling – showing examples of the correct answers  Getting Anoushka to practice easier questions so that she feels mastery – build her up to harder questions  Trying to get Anoushka to feel calm and cantered before tests / exams – reconditionin g her physiological response | 1  1 |

1. Define ‘continuity’ of personality, explain how trait theory accounts for continuity of personality (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Continuity refers to personality remaining the same over time. Trait theory accounts for this by stating that traits are genetic, stable and inherited from our parents | 1  1 |

g) At age 23 Anna gets her first full-time job in a large company. At work, Anna eats her lunch at her desk rather than going out to lunch with her colleagues. However, on the weekends, she enjoys going out to lunch with her friends. Explain, with reference to Michel’s Social-Cognitive Theory why Anna’s behaviour is not consistent across these different situations. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| From Michel’s Social Cognitive Theory Annas behaviour is inconsistent between these two events as we all have personality signatures; different stimuli bring our different responses in an individual. In Annas case there the environment of being at work with colleagues, she prefer to eat lone where as when she is with her friends she is happy to eat out and socialise.  1 mark for explanation 1 mark for application | 1  1 |

h) James is studying to be a teacher, he loves the nurturing aspect of the role, but understands that the role will sometimes involve challenging students if they behave badly. James feels uncomfortable with having to deal with confrontation and feels ill-equipped to deal with students who are displaying disrespectful behaviour.

According to McCrae and Costa’s trait theory:

Identify **one** trait that Maurice would be high on: (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Agreeableness (nurturing and hates confrontation) | 1  1 |

1. Define the trait conscientiousness. (1 mark)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Conscientiousness implies a desire to do a task well, and to take obligations to others seriously. | 1  1 |

1. State one strength and onelimitations of trait theories of personality. (2 marks)

|  |  |
| --- | --- |
| **Descriptor** | **Mark** |
| Strength: uses objective and observable behaviours to categorise traits  Weaknesses: Does not account for how individuals personalities change over time or for how the environment shapes personality also | 1  1 |

i) Compare trait and social cognitive theory of personality. (2 marks)

|  |  |
| --- | --- |
| **Similarity** | **Difference** |
| Both highlight the impact of cognitive / personal factors that impact personality and behaviour | Trait theory does not account for how the situation changes / shapes a person’s personality  Social Cognitive theory accounts for how the environment can shape the individual and the behaviours that person demonstrates  Or trait is uni-directional – the individual impacts the behaviour and environment only and the SCT is bi-directional with 3 variables that interact |